

Inspection report for early years provision

Unique reference number	590108
Inspection date	12/01/2009
Inspector	Janette Elaina Lockwood
Type of setting	Childminder

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The childminder was registered in 2000. She lives with her husband and two children aged 12 and 13 years in Chelmsford, Essex. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. For access, there are no steps leading up to the front door.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age range. She is also minding seven children aged between five and eight years part time and four children over the age of eight part time. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. The childminder has two pet rabbits.

The childminder belongs to the National Childminding Association and attends toddler clubs with the minded children.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good because children's needs throughout the Early Years Foundation Stage (EYFS) are met well. The childminder cares for them effectively in accordance with the Welfare Requirements and helps them progress in their learning and development. Inclusive practice is promoted as the childminder finds out and plans for children's interests and takes account of their similarities and differences.

The childminder has maintained a good level of continuous improvement by seeking further training and addressing any issues arising to regularly update and improve her practices. She is keen to improve her knowledge and understanding of childcare issues with regard to the Early Years Foundation Stage for the benefit of the children attending.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a system to ensure that practitioners from each setting a child regularly attends, share information about the child's development.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given.
(Promoting good health)

02/02/2009

The leadership and management of the early years provision

The setting is managed effectively with time, space and resources organised successfully to meet children's individual needs. The childminder is developing her awareness of the requirements of the EYFS and becoming more confident as she implements these into her practice.

The Ofsted self-evaluation form is being used to evaluate progress and the benefits of reflecting on practices is helping the childminder to identify where she can make positive improvements to her childminding service. For example, enabling children to have more regular outdoor play.

Since the last inspection the childminder has improved her understanding of safeguarding issues, understands more clearly her conditions of registration and knows when to notify Ofsted of any significant issues. She shows a clear commitment to make any improvements necessary to help her to develop her childminding further, for example, building partnerships with other settings that provide care for the minded children.

The childminder has developed good relationships with the parents, through everyday conversations and providing very informative daily diaries about their children which detail the daily care and activities. The diaries include plenty of good quality examples of what children have done and are written very positively and imaginatively to illustrate how children spend their day and how they are progressing in their learning and development. Parents have access to all the childminder's policies and procedures so they are well informed of how the setting operates and can make informed decisions about their child's care.

There is a written safeguarding policy and the childminder has recently updated her safeguarding training enabling her to demonstrate a good understanding of relevant issues. She ensures all her information and important phone numbers are available to refer to if there were concerns about a child and these measures help children to be safeguarded.

The quality and standards of the early years provision

Enjoyable activities are planned to help children enjoy their time at the setting so they learn and develop effectively and at their own pace. The childminder skilfully identifies what children are learning across the six areas of learning and follows their initiatives to provide spontaneous activities that interest them. For example, children asked if they could make cakes so after washing their hands the childminder got them to sing songs about the weather whilst she got the ingredients ready. They counted the cake cases and measured the ingredients, sharing and waiting their turn. Then they went to the shop to buy cake decorations and on the way counted as they went. During the activity the childminder was mindful of encouraging their language and conversation skills. This activity was then recorded, including how far the children could count, so their next steps in counting could be identified and their progress monitored.

A working knowledge of the welfare requirements ensures children are kept healthy and if they are ill or have an accident the childminder can manage these situations appropriately, however, although she records when she administers medication, the written permission to administer medication is not always obtained.

Children learn the importance of eating food that is good for them; the childminder takes an interest in food safety and is planning to attend training shortly to improve her knowledge and practices in food hygiene. The risks to children both inside and out are assessed and minimised; children are kept safe on outings, for example, they wear high visibility jackets to help them be seen more easily.

The childminder is committed to making sure each and every child has their needs met and has an enjoyable time in her setting, with lots of opportunities to initiate their own play and choose from the wide range of good quality toys and equipment on offer at their own level. Children are encouraged to be confident, develop their self-esteem and are constantly given praise and encouragement. They learn simple rules that help them work together in harmony and good behaviour is reinforced so children behave well.

There are opportunities for children to learn to appreciate diversity as the childminder helps them learn about different festivals and how others live. She finds out about children's homes and families and ensures her practices are inclusive for all the children.

Through daily routines children are learning the skills required to help them progress through their education; they strengthen their social and communication skills, learn how to problem solve and use numbers in everyday situations. These skills enable children to contribute to their future economic well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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